DEPARTMENT OF EDUCATION

BUSINESS PLAN 2005–2006

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Appendix A Affirmative Action Plan

1. Message from the Minister and Deputy Minister

In keeping with the Province's commitment to be more accountable to the public for its actions, all departments and agencies are required to prepare annual business plans describing their priorities for the next fiscal year. The Department of Education is proud to present its business plan for 2005-2006.

In 2002 the department introduced a number of initiatives in a three year plan, *Learning for Life: Planning for Student Success*. Many of these initiatives have been implemented, while others have been identified as important areas of focus and have been expanded upon. Building on the foundations that have been laid, in the up-coming year the department will broaden and expand its initiatives in those areas identified by key partners such as parents and students, teachers and school board officials, in order to find new ways to improve our public school system. The department will also undertake other initiatives that were identified in the Province's *Blueprint for Building a Better Nova Scotia*.

The province's post-secondary education sector includes the province's universities, the Nova Scotia Community College, and private career colleges. The department will continue to work with universities to maximize access and equity in the provision of high quality post-secondary education that meets the highest standards. Investments in the expansion of the community college will continue, and the department will work with its partners at the college to support the development of new core programs and the modification of existing programs.

The province's labour market is facing challenges related to an aging workforce, rapid technological change, globalization, out-migration of youth and an imbalance in the supply and demand of skilled workers. To address these challenges, the *Skills Nova Scotia Framework Action Plan for 2004-05* outlines a plan to guide our collaboration with employers, education and training providers, communities and Nova Scotians to contribute to the creation of a strong labour force.

As part of the department's commitment to measuring and reporting on results, several new performance measures have been included in the 2005-2006 business plan relating to improving the conditions for learning, new student assessments, ongoing improvements to the student assistance program, increased accessibility to educational opportunities, improved accountability and initiatives supporting youth in transition to the workforce.

Working with our educational partners, students and parents, we will move forward with these initiatives in order to build a high quality education system, a strong workforce, and a bright future for all Nova Scotians.

Honourable Jamie Muir
Minister of Education

Dennis Cochrane
Deputy Minister

2. Mission

The department's goals, guiding principles and strategies help to develop an environment where education and training are valued, achievement is celebrated, and learners are provided with opportunities and tools for rewarding and successful learning experiences.

Our mission is...

to provide excellence in education and training for personal fulfilment and for a productive, prosperous society.

Belief statements that underpin this mission statement reflect the department's commitment to access to lifelong learning opportunities, full participation at all levels of the education and training system for all Nova Scotians, and accountability of all partners.

3. Planning Context

The department has a broad mandate that spans the education and training system from school entry through to all post-secondary and adult learning destinations. These destinations include adult education, apprenticeship, community college, private career college, university, and other venues supporting human development. Other responsibilities include public libraries and the Youth Secretariat.

In 2004-2005 the Department of Education's approved budget including assistance to universities was $1,209,379,000. The department anticipates an increase in expenditures of $29.5 million, resulting from planned investments in education. Further details on this increase are included in section seven.

The Department of Education is structured into eight operational units which are described briefly as follows.

Public Schools Branch
This branch comprises African Canadian Services, English Program Services, French Second Language Program Services, Learning Resources and Technology, Mi'kmaq Services, Regional Education, Student Services, and Evaluation Services. It is responsible for all educational programs and services for the English language public school system, testing and evaluation, educational technology and school board liaison.

Acadian and French Language Services Branch
The Acadian and French Language Services Branch monitors and approves curriculum development for French first language education. The branch negotiates and co-ordinates activities related to federal–provincial funding agreements for French first and second language education in Nova Scotia, and co-ordinates the bursary and language monitor national programs. This branch also serves to advise the Deputy Minister and Minister on all matters related to French first language education issues in the province.

Higher Education Branch
This branch comprises Universities and Colleges, the Nova Scotia Advisory Board on Colleges and Universities, Student Financial Assistance, Private Career Colleges, Rehabilitation Programs and Services, and the Provincial Library. This branch promotes access to advanced education and knowledge for Nova Scotians in partnership with post-secondary institutions and regional public libraries.

Skills and Learning Branch
This branch comprises Adult Education, Apprenticeship Training and Skill Development, Labour Market Partnerships, Youth Services, Provincial Apprenticeship Board, Forum of Labour Market Ministers'(FLMM) –Labour Market Information Secretariat, and Labour Market Development Secretariat. It co-ordinates Skills Nova Scotia, the province's labour market skill development strategy. It also facilitates partnerships among government, industry, labour, business, community, and education partners to design, implement, and evaluate, policies, programs, and services that support learning and skill development at home, at work, and in the community.

Corporate Policy Branch
This branch comprises Policy and Planning and Information Management. It is responsible for providing advice and support in policy, planning, legislation, research, coordination, and information services to all areas of the department. This branch focuses on ensuring the department has clear, achievable and appropriate policies in place, decisions are based on high quality research undertaken to address current and emerging issues, the business planning and budgeting processes are integrated, and the accountability requirements of the department are met.

Corporate Services Branch
This branch comprises Financial Management, Education Funding and Accountability, Facilities Management, Information Technology Services, and Statistics and Data Management. It is responsible for the delivery of business and support services to the Department of Education, including the provision of facilities planning and capital projects, financial management and comptrollership responsibilities, information technology, the province-wide delivery of data communications, and the management of educational related data and statistics. This branch is

also responsible for providing selected services to school boards including co-ordination of pupil transportation with school boards.

Human Resources & Legal Services Branch
This branch supports activities associated with the move to single-tier collective bargaining, maximizes the value of dollars spent for legal advice, supports school boards in addressing current and emerging issues, enhances effective human resource planning in the education system, provides teacher certification and classification functions, and delivers the full range of comprehensive human resource services and strategic advice necessary to support the department's business objectives. The human resources component of the branch is part of a corporate services unit which also provides human resource services to other departments.

Communications
Communications provides communications support for government and Department of Education programs, policies, and initiatives. This includes communications planning, issues management, media relations, special events, stakeholder communications, and promotion/marketing.

The Planning Environment

A strong, diverse economy remains a priority for this government and education has been identified as a cornerstone of economic development. Education must be recognized as a lifelong endeavor; learning at all stages of life will maintain a strong workforce to support a prosperous, sustainable economy. Needs change, and the department must have a strong policy development and research capacity to address these current and emerging needs. Within this context, a number of challenges are identified.

Demographic Shift
The education system continues to face considerable demographic pressures in the short term planning context, particularly in rural and small schools. The current service delivery model bases funding on enrolment. As enrolment declines, as is the current trend, financial pressures increase. Also to be considered in this demographic shift is the aging population of teachers. As teachers retire, a tight labour market for teachers is predicted in certain subject areas like sciences, physical education, fine arts, family studies and French first and second languages, and a teacher shortage is predicted for mathematics. This same challenge is faced by the province's colleges and universities with their need to replace an aging faculty with highly qualified replacements.

Growing numbers of retirements and a decline in the number of new labour market entrants will also make it ever more important that the province has a skilled and adaptable workforce that is

committed to lifelong learning and capable of responding to the challenges that we will face if we are to continue to prosper within a changing and dynamic global economy.

Skilled and Knowledgeable Workforce
Over the next decade, aging population, declining population growth, impact of technology on work, development and retention of skilled workers, increasing education requirements for employment, continuous upgrading, and rising costs of education will require new partnerships and creative approaches to skill development.

Education programs and services must allow all students to become lifelong learners and experience personal success while contributing to the province's overall economic success. The changing nature of work, society, the economy, and technology require that schools offer learning options and opportunities that will allow students to develop their potential and acquire the knowledge, skills, and attitudes needed for today's world.

Accountability
The department must strengthen accountability of the quality of the education provided to learners. A key element of accountability is to ensure that standards of quality are established, measured and reported upon. These standards enable the system to measure its achievements and determine where improvements are required. It is important to monitor how students, teachers and schools are doing, and report the results to stakeholders, including parents.

Technology for Learners
Another pressure in today's learning environment is ever changing technology. Ensuring that students and workers are versed in advancements in technology and communications is key to competing in today's labour force. However, providing, supporting and refreshing technology continues to be a challenge for the education sector because of the constantly changing technological environment that we learn and work in and because of the related costs to these continuous upgrades.

Healthy Active Learners
It is now recognized that good health must be integrated into all aspects of our life, from home to school to work. Pressure on the education system is increasing to address social and health issues and to provide more programming and services in social, health and life skills that were once primarily the responsibility of the family and community.

Aging Infrastructure
Another ongoing challenge for the education system is the maintenance and building of school facilities for all levels of education. Facilities require continuous maintenance because of aging, changes to building codes, and requirements for new technology. Infrastructure must support

learning, teaching, and research functions in order that students at all levels gain the most from their learning experience.

Competing Demands
At all levels of education there are increasing expectations, competing demands and limited funding. Clients and other stakeholders seek specific programming and services according to their needs and expect government to respond, workers require continuous upgrading in curriculum and technology to stay current and compete in the labour market, and teachers and professors need continuous professional development to remain effective in teaching and research.

Operating in our current fiscal environment means shifting focus and financial resources as needs change to address challenges or shortcomings in other areas of the education system. We must continue to build strong foundations of quality, standards, accountability and competitiveness across the education and training system and within the department, which are within the fiscal capacity of the province. In addition, in the distribution of funds among school boards there is a need to equitably balance competing expectations of fulfilling Charter requirements, increasing the proportion of funding to boards with substantial enrolments, and maintaining a viable system to those boards with severely declining enrolments.

4. Goals of the Department

The Province is focusing on making Nova Scotia healthier, more prosperous and more self-sufficient. Government's priorities this year are:

- Education
- Health and Healthcare
- Building Greater Prosperity
- Protecting what Nova Scotians Value

As noted in the government's *Blueprint for Building a Better Nova Scotia*, education is the cornerstone of a strong economy and society. The government's approach is to focus on the student, to put the basics first, provide classrooms with more resources, and be more accountable for results, from primary to grade 12, post-secondary, and lifelong learning.

Government is focussing on:

- improving the performance of Nova Scotia students in national and international testing
- reducing the student-teacher ratio
- fostering a culture of learning earlier in a child's life
- maximizing opportunities for young people to live and work at home

The Department of Education's goals for 2005–2006 are focussed on fulfilling the government priorities and are as follows:

- improve conditions for learning in the public education system
- strengthen educational programming and services in priority areas
- enable the provision of relevant and high quality post-secondary education and training
- promote healthy, active learning communities and families
- foster access, equity and diversity through and within education and training
- develop a skilled and adaptable workforce
- strengthen accountability in the areas of governance, resource investment and utilization, and reporting of results

In addition, to strengthen accountability across government several cross-departmental priorities have been identified through the Corporate Human Resources Strategy, details of which can be found in section six and in Appendix A: Diversity and Affirmative Action Report & Plan. The department is committed to maximizing organizational effectiveness and accountability through employee improvement and enhancement. In particular, performance management will be coordinated closely with business plan priorities to strengthen human resources effectiveness.

5. Core Business Areas and Functions

The mandate of the Department of Education spans the public school system, community colleges, universities, private career colleges, a comprehensive system of adult learning, apprenticeship, public libraries, and other programs and services to support lifelong learning. The core business areas of the department mirror very closely the department's operational organization. The six key core business areas are primary–12 education, higher education, skills and learning, corporate policy, corporate services, and human resources and legal services. The related core business functions are identified for each of these areas below.

1. Primary–12 Education

The functions under this core business area involve coordinating the design, development, implementation, and evaluation of programs, courses, services, and related policies and resources for the public school system, and correspondence studies. These include English and French first language and second language programs; provincial, national, and international assessments of student achievement; special education; comprehensive guidance and counseling; multi-cultural education; support services for the educational achievement of Mi'kmaw and African Nova Scotians; the evaluation and provision of print and technological learning resources; professional development for administrators and teachers; and the provision of advice to school boards in educational and operational matters.

The functions of Primary–12 Education are as follows:

- advise Minister on all matters relating to P-12 education
- identify priorities, co-ordinate the development, and evaluate the implementation of public school programs, policies, educational services, and related priorities
- provide direction and advice to school boards on all matters pertaining to public education
- co-ordinate the development and implementation of educational programming and services to support African Nova Scotian, Mi'kmaw students, and students enrolled in French and English second language programs
- monitor and approve curriculum programs for schools in the Conseil scolaire acadien provincial
- co-ordinate the development and implementation of programming and services for students with special needs and other student support services
- evaluate resources to be included in *Authorized Learning Resources* and provide technology services to support the curriculum
- co-ordinate school improvement planning and accreditation programs
- co-ordinate provincial, national, and international assessments and publish an annual *Minister's Report to Parents* on the results
- plan and conduct in-service teacher education and summer institutes, and assist school boards in developing and providing professional development programs

- negotiate and administer federal assistance programs provided under Official Languages in Education Program for French first and second language programs

- in collaboration with the Council of Ministers of Education Canada and the Department of Canadian Heritage, coordinate and administer the minority and second language programs which include three bursary and two language monitor programs

- provide consultative and advisory services to other education partners such as universities, colleges, other departments and agencies, professional associations and organizations, advocacy groups, the media, and the general public regarding public school policies, programs, and educational services and engage in interdepartmental initiatives

2. Higher Education

The Higher Education core business area contributes to the Department of Education's lifelong learning mandate by providing funding, services and support to post-secondary institutions and libraries to maintain access to high quality post-secondary education and information.

Further, this core business area supports the provision of sufficient, highly qualified personnel to meet labour market demand and the need for a knowledgeable, engaged citizenry.

The functions of Higher Education are as follows:

- advise the Minister on all matters relating to universities and the Nova Scotia Community College (NSCC)

- provide funding and support to universities, the NSCC, and regional public libraries

- lead or participate in federal–provincial and interprovincial negotiations related to post-secondary education

- advise the Minister on matters relating to training at private career colleges and develop related policy

- assist adult Nova Scotians with disabilities to obtain access to and to succeed in post-secondary training and employment

- assist the post-secondary education institutions to meet the needs of the labour market

- develop student loan policy, manage the student debt loan portfolio, and administer the Canada and Nova Scotia Student Loan Programs

- co-ordinate regional public library services and promote library cooperation at national, regional, and provincial levels

3. Skills and Learning

The Skills and Learning core business area co-ordinates the design, development, implementation, and evaluation of policies, programs, services and resources related to labour market development with a focus on the following: adult learning, apprenticeship, labour market information, federal–provincial relations, skill development, and youth. This core business area co-ordinates the province's Skills Nova Scotia strategy. It also facilitates partnerships among government, industry, business and labour, education and training providers, and community organizations to foster labour market growth through skill development.

The functions of Skills and Learning are as follows:

- advise the Minister on matters related to labour market development including adult learning, apprenticeship, labour market information, federal–provincial relations, skill development, and youth

- co-ordinate and support the implementation of the province's Skills Nova Scotia strategy and publish an annual action plan and year end report

- co-ordinate federal–provincial relations related to labour market development

- create labour market policy and undertake labour market research including the collection, analysis, and dissemination of labour market information

- administer the Nova Scotia apprenticeship training system and the Provincial Apprenticeship Board

- identify priorities and co-ordinate the development, delivery, and evaluation of adult learning programs and youth engagement and development initiatives including apprenticeship, co-operative employment opportunities, literacy, essential skills, youth inclusion and high school equivalency and completion

- co-ordinate the development of strategic initiatives that respond to emerging labour market skill development needs in partnership with industry, business, labour, education and training providers, and community-based organizations

4. Corporate Policy

The Corporate Policy core business area provides advice and support in policy, planning, legislation, research, coordination, and information services to all areas of the department. This branch focuses on ensuring the department has clear, achievable and appropriate policies in place, decisions are based on high quality research undertaken to address current and emerging issues, the business planning and budgeting processes are integrated, and the accountability requirements of the department are met. This core business area also includes the following responsibilities: the departmental library, records management, co-ordination of appointments to agencies, boards and commissions, and administration and advice on the *Freedom of Information and Protection of Privacy Act*.

The functions of Corporate Policy are as follows:

- establish the policy and planning agenda of the Department of Education and co-ordinate the development, communication, and evaluation of policy for all departmental jurisdictions
- provide advice and direction on the development of policies and strategies relating to the department's mandate
- lead strategic planning and business planning for the department, enhance the integration of planning and budgeting processes, and provide guidance and support to school boards in the development of their business plans
- support a strategic focus on corporate departmental issues and co-ordinate the legislative agenda and related processes
- initiate and co-ordinate policy proposals, departmental positions, cabinet submissions, and briefing notes to support the Deputy Minister, Minister, and Premier, ensuring adherence to the goals and priorities of Government and providing sufficient and appropriate information to support Cabinet decision making
- ensure the department meets its accountability requirements through the Mid-year Performance Report, Quarterly Reports and Annual Accountability Report
- undertake focussed research to address current and emerging issues, and provide advice and co-ordinate surveys, evaluations and studies pertaining to various programs and operations across all sections of the department
- co-ordinate interprovincial and intergovernmental relations in matters relating to the responsibilities of the department

- administer the *Freedom of Information and Protection of Privacy Act* for the department and advise on issues related to access to information and privacy

- manage departmental information resources and library services, and develop, implement, and maintain the department's records management system

- provide an electronic and print publishing service

- co-ordinate the appointments process for agencies, boards, and commissions under the department's mandate

5. Corporate Services

The Corporate Services core business area involves the provision of a range of services to the department, school boards, NSCC and other colleges, universities, public libraries, and other related organizations to assist the department in meeting its mandate. These services are in the key areas of financial management and control, facilities and transportation, information technology, statistics and data management, and the distribution of learning resources and related products.

The functions of Corporate Services are as follows:

- develop and maintain a comprehensive management information system and statistical service relating to public education matters

- co-ordinate and support the use of information technology and provide related consultative and advisory services throughout the education and training system

- provide co-ordinated wide area network (EDnet) communications and services to schools, school boards, NSCC, Université Sainte-Anne, and libraries for administrative systems, distance learning and access to the Internet by students, teachers and the public

- operate the school book bureau

- monitor student transportation systems of school boards

- provide comptrollership functions for the department inclusive of financial reporting, budget management, internal control, and administration

- administer provincial grants to school boards, colleges, universities, community learning organizations, and public libraries

- undertake grant-recipient audits, facilities planning, and equipment acquisition

- establish accountability and financial guidelines for school boards and monitor school board financial performance

- manage the province's school capital program, including the construction of new schools, major alterations and additions to existing schools, the leased school program, and the province's school indoor air quality program

6. Human Resources and Legal Services

The Human Resources and Legal Services core business area involves the provision of a range of services to the department, school boards and teachers. These services are in the key areas of human resources management, labour relations and collective bargaining, legal advisory and representational services, and teacher certification. The Human Resources component of the Branch is a corporate service unit which also serves other departments.

In the Department of Education, the functions of Human Resources and Legal Services are as follows:

- provide labour relations and legal advisory and representational services to school boards on matters of provincial scope to build expertise and consistency across the public school system in dealing with common issues including collective bargaining, grievance handling and arbitration, human resources planning, and accountability structures

- provide teacher certification and classification functions, and recognize and maintain teacher service records

- provide human resource management services to the department, with specific attention in a given year to the priorities as defined through the multi-year Human Resources Strategy and the Corporate Human Resources Plan

6. Priorities for 2005–2006 by Goal

Note: Priorities have been grouped under the appropriate strategic goal. This provides a clear linkage between the department's strategic planning and the corresponding priority areas in which work for the 2005-2006 year will be focussed.

Goal 1: Improve conditions for learning in the public education system

The Class Size Initiative will expand from grades primary and 1 classes to cap grade 2 classes at 25 students as of September 2005. In addition, combined grades primary–1 will have a maximum of 20 students or an additional non-teaching adult in the classroom. Similarly, grades primary and 1 classes with students with special needs who have an individual program plan will have a maximum of 20 students or an additional non-teaching adult in the classroom.

The department will begin the process of province-wide implementation of the very successful School Improvement Planning/Accreditation model piloted in 16 schools over the past two years. This model engages schools in an extensive review of their student achievement and school performance to develop and implement a school improvement plan based on their findings. The initial target will be 50 schools in 2005–2006 and the long-term goal the involvement of all schools over a five-year period.

Further to the *Report on the School Advisory Councils Consultation*, the department will assist boards in providing resources and professional development to ensure School Advisory Councils have a meaningful voice in support of quality education in the province.

The department will support implementation of *Positive and Effective Behaviour Supports* (PEBS), the *School Code of Conduct Guidelines*; and a teacher resource, *Meeting Behaviour Challenges: Creating Safe and Caring Learning Environments*. These programming documents and guidelines have been developed to support implementation of the School Code of Conduct. There will be a two-day provincial in-service for all schools over the next three years. In-servicing will begin in Spring 2005 for approximately 100 schools.

Included in the *School Code of Conduct Guidelines* is a standardized provincial Behaviour Incident Tracking Form which will be used to establish a database for tracking and monitoring student behavioural incidents. These data will enable schools and school boards to make decisions based on the analysis of data and will help to establish effective prevention and intervention strategies for maintaining positive behaviour in safe school environments.

The department will work with school boards to further support implementation of *Challenge for Excellence: Enrichment and Gifted Education Resource Guide*. Board lead teams will be provided with professional resources. In addition to two videos on school-wide enrichment (Enrichment Clusters and Total Talent Portfolios), a third video on Programming Options for students identified with gifts and talents will be developed. A Fact Sheet on Enrichment will also be released to support this initiative.

A teaching resource has been developed to assist classroom teachers in addressing the needs of students with Autism Spectrum Disorders. Preparation for professional development and identification of resources to accompany the guide will occur in 2005-2006.

Implementation of the Learning for Life: Planning for Student Success plan for students with special needs will continue to target funding to develop new programming to address gaps in services, and enhance the ratios of core professional service providers in school boards such as resource teachers, school psychologists, and speech-language pathologists.

The department will make some additional funding available, starting in 2005-2006, for school libraries. In recent years, staffing and collection levels have declined in most school libraries. The funds are proposed to provide more books and other resources that best complement programs offered in each school, and classroom resources already being provided by the province. Funds may also be appropriately used to improve the ratio of school library technician staff to students, where necessary, to ensure that students and teachers across the province have access to school library supports.

In collaboration with partners, the department will plan, develop and introduce a teacher professional growth planning process. The process will be conducted initially in test sites, and will support teachers to help them meet their schools' educational improvement goals, and control their own professional development based on what they need to best serve their students.

In response to the Education Consultative Forum (ECF) Sub-Committee Report on Teacher Supply and Demand, the third annual Early Hiring Job Fair was held at Nova Scotia universities offering Bachelor of Education programs, in January 2005, involving the department, Nova Scotia school boards, the Nova Scotia School Boards Association, and the Nova Scotia Teachers Union. This was undertaken to address current and potential teacher shortages in certain subject areas. An evaluation of this process will be completed in April 2005.

Meetings for public school principals at elementary, junior-high and senior-high levels will be held in May 2005. The meetings will provide an opportunity for the department to share information and discuss current issues and/or needs of principals, discuss future directions, and learn from school-based initiatives.

The development of the Standard Administrative Structure Report in 2003 identified that due to competing demands many principals struggle to meet the role of educational leaders in their schools. Through consultation with principals, criteria for what principals need to succeed as educational leaders will be developed, and the role will be clarified. Ideas generated through consultation will be piloted during the 2005-2006 school year.

Through a leadership role in the CMEC Copyright Consortium, the department will participate in efforts to encourage the federal government to ensure that amendments to copyright legislation address the needs of students and teachers to access publicly available digital material on the internet for use in the classroom.

The department will identify school capital needs and deliver approved projects. Four school construction projects are now underway and will carry on in 2005-2006. Three additional school projects will have construction begin in 2005-2006.

The addition and alteration program will enhance and/or replace major school building components on a priority basis. To be implemented in 2005–2006, 20 schools are being added to and altered under a phased multi-year program to address building condition, environmental, and program issues at these schools.

Goal 2: Strengthen educational programming and services in priority areas

The department will pilot a free pre-primary program for four-year-olds. This will be a voluntary "ready to learn" activity-based program; the first pilots will target areas where daycare access is limited and where school space is now available.

The department will develop a grade primary program guide, introduce *Teachers in Action: Reading and Writing in Primary–3,* and provide classroom resources to support the writing program in grades 1–3. The department will launch a Literacy: Home-School Communication resource.

The early intervention Reading Recovery™ program will be expanded to continue to increase accessibility for grade 1 students. A research project is underway to examine how to adapt the assessments and teaching in Reading Recovery™ for French Immersion students. This initiative includes training for teachers and the provision of learning materials.

The department will support implementation of Active Young Readers/Jeunes lecteurs actifs 4–6 with a focus on effective classroom assessment strategies and increased support for struggling readers. To support implementation of Active Readers/Lecteurs actifs 7–9, the department will implement *Active Readers Assessment Resource: Young Adolescents*, provide additional learning resources for students, and conduct a professional development workshop for more than 100 lead teachers. In addition, eight more pamphlets for parents will be launched focussing on reading and writing in grades 4-6.

The department will support implementation of Writers in Action/Écrivains à l'oeuvre 4–6 with a focus on effective classroom assessment strategies and increased support for struggling writers. The department will implement Writers in Action 7 and Écrivains à l'oeuvre 7–9; these initiatives will include the provision of professional development and resources for teachers. A classroom resource will also be provided to support the writing program at the grade 8 level.

The department will work with a committee of experienced resource teachers currently working with junior high students requiring supports, motivation, and intervention as readers. Kits for resource teachers at each grade level will be provided to each school with a grade 7, 8, and 9.

The department will provide targeted funding for learners in grades 7 and 8 who did not meet expectations for achievement in reading and writing in the 2003 and 2004 administrations of the Elementary Literacy Assessment. Schools use the results of those assessments, together with classroom assessment information, to determine appropriate supports and interventions to meet students' identified learning needs. Targeted funds will be used to implement Literacy Support Plans developed for those students.

The department will provide leadership and support to assist boards in implementation of the Literacy Success Strategy, including the provision of training and funding for more literacy mentors, grades primary–9.

The department will develop *Écrivains à l'oeuvre 10* and implement *Writers in Action 10* including the provision of professional resources for teachers and a professional development workshop for lead teachers. The department will begin implementation of a new 220-hour course option, English 10 Plus including the provision of resources for students and professional development for teachers.

The department will pilot alternative delivery methods of Core French, field test a classroom resource to assess grade 9 immersion students' French language skills, and provide more learning resources to support implementation of French second language programs.

The department will begin implementation of new Atlantic Canada curriculum for social studies grades primary–3 and grade 7/sciences humaines M–3 and 7e année, including the provision of learning resources for students and curriculum guides, teaching resources, and professional development for teachers.

The department will introduce new mathematics classroom assessment resources for grades primary–3. These resources will assist teachers in identifying the mathematical strengths and needs of all students and providing effective interventions and supports for students who have difficulties in mathematics.

To support implementation of the Mathematics Strategy, the department will provide targeted funding for mathematics mentors and for the professional development of mathematics teachers and school-based math leaders, grades primary–9. Provision of learning resources for mathematics in 2005–2006 will include new mathematics textbooks and teacher resources for grade 4 and grade 9. The department will launch a Math: Home-School Communication resource and provide home activity resources for parents to support their children's mathematics learning. The department will assist boards in providing site-based professional development for teachers primary–9 and will train more math mentors. Senior high mathematics initiatives will include implementation of Mathematics Essentials 10, piloting of Mathematics Essentials 11, and two days professional development for every grades 10-12 mathematics teacher.

The department will provide funding support to assist boards in expanding the range of advanced course options available to students in grades 11 and 12. This initiative will allow more schools to offer International Baccalaureate (IB) grade 11 and 12 courses as part of a complete IB program or as discrete courses and to increase opportunities for students to take Advanced Placement examinations.

With community and university partners, the department will develop new public school advanced courses for English and Chemistry at the grade 11 level and for Music, Visual Arts, Chemistry, Global Geography, and Global History in grade 12. Beginning in 2005–2006, the department will pilot new Advanced Music 11, Advanced Visual Arts 11, Advanced Physics 11, and Advanced Physics 12 courses. Support for implementation of Calculus 12 will continue.

A four-year pilot project was initiated in 2003 which saw the CSAP assume the lead role in curriculum development and implementation for its students. The department monitors, reviews and approves the annual development and implementation plan, and the curriculum developed under this pilot project.

Goal 3: Enable the provision of relevant and high quality post-secondary education and training

Subsequent to an agreement with the federal government to provide infrastructure renewal funding for the public post-secondary education system, the department will work with the public post-secondary education institutions to develop an implementation plan.

In conjunction with the Office of Economic Development, the mandate of the Nova Scotia Research and Innovation Trust Fund will be reviewed, in light of recommendations from the Premier's Advisory Council on Innovation.

The structure, role and mandate of the Nova Scotia Advisory Board on Colleges and Universities will be reviewed to improve the manner in which the Board is able to provide advice to the Minister on the many issues of relevance to the public post-secondary education sector.

The department will negotiate a long term operational funding arrangement through a Memorandum of Understanding process with the Nova Scotia Community College that is coordinated with the strategic plan of the Department and the business and development plan of the College.

The department will participate with the Nova Scotia Community College to ensure that the enrolment targets identified in the growth initiative are met by providing the operating funding required to support these new seats. The department will also establish protocols with the College related to the development of new core programs and the modification of existing programs.

The department will conduct a review of teacher education with a mandate to make recommendations on delivery partnerships, seat availability, flexible delivery modes, a curriculum review, advisory and consultative mechanisms, and pro forma certification of teachers graduating from Atlantic universities in approved teacher education programs.

Goal 4: Promote healthy, active learning communities and families

The department will work with the Office of Health Promotion over a five-year period to increase the number of Youth Health Centres throughout the province.

To increase student access to healthy food choices in schools, the department will develop a Food and Nutrition Policy Framework for Nova Scotia Schools and related guidelines. This process will include consultation with health partners, school boards, and other education partners. The department will work with the Office of Health Promotion and other partners to support implementation of the policy. The Province has committed to supporting the province-wide expansion of breakfast programs for students in elementary grades. The department will work with the Office of Health Promotion and other partners to increase support for school-based breakfast programs province-wide.

The department will increase support to boards and other clients through the services of a provincial School Health Co-ordinator and a provincial Active Healthy Living Consultant. To increase capacity for health education and physical education leadership and support at the board level, the department will provide funding to each school board board for the services of an Active Healthy Living Consultant. In support of the bilateral agreement between Nova Scotia's Office of Health Promotion and Heritage Canada, the department will provide funding to participating boards for sport animators.

The department will develop new health education curriculum for grades primary–3 and support the implementation of health education curriculum for grades 4–6 through the provision of resources for students and teachers. Parent information will be provided on topics related to the health education program, such as healthy food choices.

The department will introduce new curriculum for Health/Personal Development and Relationships: Grade 7 and support implementation through the provision of learning resources for students and in-service education for teachers. The department will work with health and education community partners to identify and expand opportunities for the involvement of public health professionals in schools.

To assist boards in providing high quality physical education and physical activity programs, the department will develop new curricula for physical education grades 10–12, Physically Active Lifestyles 11, and a new Physical Education Leadership 12 course. Implementation is expected to begin in 2006–07. To support implementation of physical education curriculum prescribed for grades primary–9 as part of the core program, the department will provide resources for teachers and support boards in expanding professional development opportunities. The department will work with the Office of Health Promotion on an initiative to refresh physical education instructional equipment. To assist boards in implementing Time to Learn recommendations for physical education instructional time (30 minutes per day), funding will be provided over a five-year period to increase the number of qualified physical education teachers, targeted for grades 3–6.

The department will work to increase the number of youth leaders and improve youth leadership skills. Initiatives include strategies to promote and expand opportunities for student participation in the Duke of Edinburgh Award program, volunteering, service learning, peer mentoring, peer education, peer support, peer mediation, and other leadership training and leadership development programs.

The department will advance a number of adult learning and literacy strategies for Nova Scotia by strengthening partnerships in the Nova Scotia School for Adult Learning (NSSAL); reviewing the community learning program; strengthening employability linkages within the curriculum; introducing a Premier's Council of the Federation Literacy Award; and working with the Department of Health and other stakeholders to implement a health literacy awareness initiative.

The department will expand partnerships in the field of family and parent-child literacy to enable parents to better support their children's learning in the home by supporting activities of the Family Literacy Advisory Group, the "Read to Me!" Program, the Family Learning Initiative Endowment Fund and the Équipe d'alphabétisation de la Nouvelle-Écosse.

Community use of school facilities varies across the province in terms of access, rates, and hours of availability. The department will work with school boards to implement the policy framework developed, by working towards standardized access and rate charges, and ensuring facilities are available for community and youth use for as many hours as possible.

In order to sustain the quality and accessibility of public libraries in Nova Scotia, the department will negotiate multi-year agreements with regional library boards based on a solid go-forward plan that will give them stable funding and enable them to meet the information needs of Nova Scotians in the future.

Goal 5: Foster access, equity and diversity through and within education and training

To address the need to replace computers that are more than five years old, the department will begin implementation of a plan to refresh computers beginning at grade 8 in 2005–2006. The department will provide 1500 computers, software and accessories to expand access to information technology in schools. Funding will also be allocated to school boards to provide professional development and technical support.

The department will release three new Correspondence Study courses for student use: Biology 11, Chemistry 11, and Canadian History 11. Five new Correspondence Study courses will be piloted: Health/Personal Development and Relationships 9, Science 9, Communications Technology 12, Mathematics Foundations 11, and Global Geography 12. The department will begin development of six additional Correspondence Study courses: English 7, Science 8, History 10, Keyboarding 10, Accounting 11, and Mathematics Foundations 12.

The department will fund 50 seats in online courses for small high schools and develop three new online courses.

To increase participation rates of female students in physical activity and increase opportunities for/access to the types of physical activities that engage females, the department will work with partners on a number of initiatives. The target group will be grades 5–9. Projects will include the development of resources for teachers on gender equity issues and effective strategies for inclusive practices; information for School Advisory Councils and parents; and regional workshops/symposia for students and teachers. The department will analyse data to track improvement in opportunities and participation, and will work with boards to support related initiatives.

To further support implementation of the *BLAC Report on Education: Redressing Inequity - Empowering Black Learners*, the department will provide funding for the Student Support Workers program; the goal is to ensure that boards have the recommended number of Student Support Workers in place and are able to implement provincial guidelines by the end of 2006. The department will implement youth leadership and development programs, including the provision of seminars and workshops, and will expand adult programming.

The department will work with the Nova Scotia Community College to establish a Transition Year Program for African Nova Scotian youth. In addition, the department will increase the Community College Awards by fifty percent in 2005–06.

The department will increase funding for the Africentric Learning Institute to begin the delivery of community programming and educational research.

The department will develop teaching and learning resources to support Mi'kmaw Language 7 and develop a draft curriculum guide for Mi'kmaw Language 9. The department will identify demonstration sites to examine and participate in 'best practices' regarding First Nation learners. To increase support for Mi'kmaw learners the department will develop the 'terms of reference' for the Home-School Liaison Program. Subsequent to the 'terms of reference' three pilot sites will be identified, with the intent for the sites to be staffed with a Home-School Liaison Worker.

The department will work with department staff and partners with school boards to implement the Racial Equity Policy. There will be follow up and support on the in-servicing provided for elementary schools across the province. In the next phase of implementation there will be a focus on providing professional development for department staff and in-services for teachers at the secondary level.

The department will engage in specific program reviews and consult with stakeholders in the redesign and delivery of funding programs emanating from the Canada-Nova Scotia Labour Market Agreement for Persons with Disabilities.

The department will negotiate with post-secondary institutions to develop and approve new Memoranda of Understanding detailing both institutional and departmental roles and responsibilities with respect to services and programs provided to persons with disabilities.

An analysis will be undertaken with respect to recommendation for future funding and delivery of the Nova Scotia Student Assistance program.

Improvements to the Student Assistance program will be implemented, including increased loan limits, changes to Parental Contribution, debt management measures and targeted grants.

The department will advance the goals identified in the Memorandum of Understanding on Tuition Fees and Funding pertaining to the economic impact of the public post-secondary education system, credit transfers and accessibility of under-represented groups.

Goal 6: Develop a skilled and adaptable workforce

The department will develop and begin implementation of the *O_2: Options and Opportunities for Student Success* initiative, components of which include Community Learning Partnerships, Integrated Career Education and Planning, Skills for the Workplace, Flexible Design and Delivery, Instructional Teaming, Expanded Course Options, Head Start in the Trades, and Connecting with Families. The department will launch the Nova Scotia Student Life/Work Portfolio at the grade 7 level.

Development of career-related courses will continue. The department will pilot Geomatics 12, Health and Human Services 12, and Tourism 12; the Multimedia 12 pilot will be expanded. The department will implement the new Computer Programming 12 course.

To respond to emerging skills needs, the department will encourage African Canadian youth to consider skills and trades as viable and attractive career opportunities. The department will work with partners to increase opportunities for African Nova Scotian youth to utilize the apprenticeship program.

The Department of Education is the lead for the Province's corporate strategic framework, Skills Nova Scotia. In order to advance the goals and objectives of this labour market skill development Framework, the department has set a number of priorities for 2005-2006 in the areas of labour market information, career development, strategic labour market initiatives, workplace training and certification, youth apprenticeship, youth employment and skills

development, family and parent-child literacy, and federal provincial labour market initiatives. The department will also lead a review process to review the goals and objectives set out in the Province's Skills Nova Scotia Framework.

In cooperation with the key partners in the agreement, the department will develop a management plan for the Canada/Nova Scotia Skills and Learning Framework to support the achievement of approved 2005-2006 priority outcomes. This plan will clearly define the role of the Labour Market Development Secretariat. In addition, the department will develop a coordinated results-based linkage between the Canada Nova Scotia Skills and Learning Framework and other federal/provincial labour market initiatives such as the Innovation Strategy.

The department will respond to the need for accurate and up-to-date labour market information (LMI) in order to identify and address occupational supply and demand, emerging skill development challenges and the opportunities open to Nova Scotians by developing best practice methodologies for skills inventories and employer surveys, creating research guidelines, establishing an LMI internet portal, improving provincial occupational projection models, and facilitating the generation of post-secondary graduate follow-up information.

The department will implement a plan to ensure that Nova Scotians are better able to access career development programs, services and resources needed to succeed in the labour market. The plan will address the training/competency needs of career service providers, the link to the Nova Scotia School for Adult Learning, and the connection to industry and Regional Development Authorities in order to ensure a demand driven focus.

A high-school graduate follow-up survey will be developed to determine the career directions that are taken by graduates of the Nova Scotia public education system, with a plan to publish the results in 2006-2007.

The department will develop strategic initiatives to address emerging skill needs tied to economic growth and development.

The department will enhance employer engagement in workplace training and certification through a number of initiatives including an industry mentor/coach program, a client service follow-up survey, and an exploration of employer incentives that support workplace learning. This will increase the number of employers participating in programs and augment their level of involvement.

The department will initiate a prior learning assessment and recognition (PLAR) initiative to increase capacity within the current delivery system so that access to services is available throughout education and employment systems and to assist institutions, organizations, business, industry and labour with the creation or expansion of PLAR services within their mandates.

The department will introduce youth apprenticeship initiatives to allow youth to experience careers in the skilled trades, build important workplace skills and make more informed career choices. This will include the development of a youth friendly, interactive website, promotional pieces and relevant resources for high school-aged youth as well as support for demonstration projects based on the YouthBuild model for out-of-school youth.

The department will lead the development and implementation of a Youth Employment and Skills Development Strategy to provide direction for the government in assisting young Nova Scotians to make a meaningful connection to the labour market.

A graduate follow-up survey of private career colleges will be developed and the results published in 2006-2007, reporting on the extent to which students benefitted from their course of study and the relevance of the curriculum and program supports in their transition to the labour market or further education.

A Human Resources Strategy will be created to contribute to the effectiveness of the organization, by supporting the efforts of its employees and creating the environment which makes the department a preferred place to work. The two pillars of the Strategy within the department are Foundations for Management - an information series to provide HR management best practices for client managers, and the Workforce Planning Initiative - an analysis of current skills, knowledge and competencies relative to future functional requirements. Additional priorities identified through cross-departmental planning are: occupational health and safety (OH&S) strategic program development, OH&S staff training and development and creation of a Hazard Identification System; implementation of the Affirmative Action/Diversity Management Action Plan; promotion and enhancement of French language service through an implementation plan; implementation of a department-wide performance management process, and responding to the Workforce Survey.

Goal 7: Strengthen accountability in the areas of governance, resource investment and utilization, and reporting of results

The department will continue development of the Mathematical Literacy Assessment - Grade 3, the Language Literacy Assessment - Grade 3, and the Literacy Assessment - Grade 9 assessments for delivery in 2006–2007 school year.

The Elementary Literacy Assessment will be administered to grade 6 students; individual student results will be provided to parents. The department will continue the Student Tracking and Monitoring System to keep track of students identified by the Elementary Literacy Assessment as struggling with reading and/or writing and to monitor supports/interventions provided.

Development work will continue in relation to a new national assessment, the Pan-Canadian Assessment Program (PCAP) and a new international assessment, the OECD Progress in Reading Literacy Study (PIRLS) to be administered to grade 4 students.

Nova Scotia Examinations (NSE) will be administered in English 12, English/Communications 12, Mathematics 12/Mathématiques 12, Advanced Mathematics 12/Mathématiques avancée 12, Calcul différential et intégral 12, Chemistry 12 (English and French immersion) and Physics 12. The NSE will be expanded to include other subjects such as biology and social studies on a rotational basis. The department will expand French first and second language assessments. The department will publish English, French first language, and French second language editions of *A Study Guide for Grade 12 Students—Preparing for Nova Scotia Examinations in Mathematics*.

The *Minister's Report to Parents* will be enhanced to align it with School Improvement Planning and include information submitted by each school board to report on successes with public school program and services initiatives. In addition, the department will publish the first formal report on Mathematics 12 and Advanced Mathematics 12 NSE. The department will publish *What Have We Learned?*, a comprehensive report on the 2004 Junior High Mathematics Program Assessment and will support implementation of Classroom Evaluation Standards at the junior high level.

In 2004, the *Education Act* was amended to require school boards to meet education program, service and performance standards established by the Minister. Starting in 2005-2006, the department will identify where standards are required, and begin development in priority areas. A process to oversee them, and to enhance their links to individual initiatives like school improvement planning, student assessments, school board priorities and provincial priorities will be developed. In future years, this work will support the greater sharing of information and best practices that will enable improvements to be collaboratively planned.

The department will introduce a province-wide Student Records Policy to set a standard for student records management and ensure efficient student record transfers within the public school system of Nova Scotia and outside of the province.

The department will begin implementation of a provincial report card to report on the progress of students on Individualized Program Plans (IPPs). It will identify the individualized outcomes and report on student progress in relation to these outcomes.

Further to the administrative review of the Atlantic Provinces Special Education Authority (APSEA), Student Services and APSEA directors are reviewing the report and are expected to submit their response to the APSEA in June 2005.

A project to implement SAP's HR and Payroll modules in school boards is being undertaken to improve human resources and payroll systems and processes for school boards.

Planning will continue on the implementation of a single, province-wide, standardized student information system that will allow teachers and administrators to plan, operate, and report on the performance of the public school system, at all levels, in an efficient and effective manner.

Working with school boards, the department will continue to identify SAP financial systems strengths to improve expenditure processing, budget management, financial reporting and analysis.

The department will respond to the recommendations from the recent public education funding review.

On behalf of the Minister, the department will conduct collective bargaining for the renewal of the Teachers' Provincial Agreement with NSTU.

Teacher Certification processes will be examined in order to identify improvements designed to fulfill legislative requirements and enhance accountability.

The department will provide enhanced support to school boards in relation to the administration of the Teachers' Provincial Agreement to maximize the value of dollars spent for legal advice. It will also support school boards in addressing current and emerging issues and enhancing effective human resources planning in the public education system.

7. Budgeting Context

Department of Education - Estimated Budget Expenditures by Core Business			
	Actual 2003-04 ($Millions)	**Forecast 2004–05 ($Millions)**	**Budget 2005–06 ($Millions)**
Total Program Expenses - Gross Current	1251.6	1297.9	1331.8
Net Program Expenses - Net of Recoveries	1195	1238.9	1281.1
Salaries and Benefits	20.1	21.1	24.5
Funded Staff (FTEs) Net	335.4	340.0	400.6

The 2005-2006 net budget request represents a $71.7 Million increase over the 2004-2005 Approved Estimate.

Increases to existing programs	51.8
Learning for Life II: Brighter Futures Together	21.4
Operational reductions	-1.5
	71.7

The 2004-2005 forecast represents a $29.5 Million over-expenditure from the Approved Estimate. Of this, $26.9 Million results from planned investments in education resulting from the Strategic Financial Initiative:

Increased University Assistance under an MOU to limit tuition increases	20.3
Increased funding for Atlantic Veterinarian College	0.3
Additional non-capitalizable repairs to schools	2.0
Increases in technology in schools	2.0
Increased textbook purchases	0.5
Expansion of school breakfast program	0.4
Increased operational and technology funding for regional libraries	1.1
NS Community College - Aviation Institute	0.5
Increase in teacher salary accrual resulting from school calendar changes	2.8
Leased school escalation costs less than anticipated	-0.4
Total	$29.5

8. Performance Measures

Note that measures marked with * are new measures introduced this year.

Outcome	Measure	Data	Target	Strategies
Goal: Improve conditions for learning in the public education system				
Class sizes are reduced	Number of grade levels for which class size is capped at 25*	Grade Primary (2003-04) P-1 (2004-05)	Grades P-2 2005-06	▸ Expand the Class Size Initiative from grades primary and 1 classes to cap grade 2 classes at 25 students as of September 2005.
Schools identify areas needing improvement and develop a plan	Number of schools involved in School Improvement Planning/Accreditation*	Baseline to be established	All Schools 2010-11	▸ Increase Human Resources and funding support
Safe and Healthy Learning Environment	Number of schools that have received professional development on the Positive and Effective Behaviour Supports Strategy.*	Baseline to be established	100 2005-06	▸ Provide two-day provincial in-service for all schools over the next three years ▸ Provide in-servicing for 100 schools in 2005-06

Department of Education Business Plan 2005-2006

Outcome	Measure	Data	Target	Strategies
Goal: Strengthen educational programming and services in priority areas				
Better Educated Nova Scotians	Elementary Literacy Assessment (Grade 6) Percent meeting Expectations*	Reading and Writing (2003): 78%	Increase 2005-06	▸ Support Active Young Readers/Jeunes Lecteurs actifs initiatives in grades p-6 and 7-9 ▸ Support implementation of Writers in Action/Écrivains à l'oeuvre initiative in grades p-6 ▸ Implement teaching resources for mathematics grades P–9 ▸ Mandate instructional time allotment for language arts and mathematics for grades P–8 ▸ Implement new science program for grades P–3 ▸ Increase support for and access to Reading Recovery™ ▸ Provide funding for literacy and math mentors ▸ Provide resources to support implementation of English 10 ▸ Provide resources and mandate PD for Chemistry
	PISA Results (15-year-olds) Scale score	Reading (2000): 521 Math (2000): 513 Science (2000) 516	Canadian Average for Reading, Math and Science 2009-2010	
	NSE Results (grade 12) Percent passing	English: 67%(2001) 63% (2002) 76% (2003) 76% (2004) Chemistry: 65% (2001) 68% (2002) 66% (2003) 66% (2004) Physics: 40% (2001) 50% (2002) 43% (2003) 51% (2004)	Increase 2005-06	

Outcome	Measure	Data	Target	Strategies
Better Educated Nova Scotians	Graduation Rate	79.1% (1999-2000) 80.0% (2001-02) 81.6% (2002-03) 82.8% (2003-04)	Increase 2008-09	▸ Implement strategies targeted towards youth at risk of early school leaving
Goal: Enable the provision of relevant and high quality post-secondary education and training.				
Better Educated Nova Scotians	Percent of Nova Scotians aged 25-54 with post-secondary certificate, diploma, or degree	59.1% (2002) 60.7%(2003)	Increase 2009-10	▸ Memorandum of Understanding with Universities on Funding and Fees - tuition ceiling - will review accessibility issue ▸ Nova Scotia Community College growth strategy ▸ Improvements to the Student Assistance Program - Student debt reduction program with doubling of bonuses in 2006-07 - Higher CSL loan limits - Change to parental contribution requirements
	Number of diplomas, certificates and degrees issued by Nova Scotia Institutions	12,124 (1998)	Increase 2009-10	
Increased Accessibility to Post Secondary Education	Nova Scotians enrolled in universities and community colleges*	1999-00[1]: universities: 29,821 community colleges: 7,312	Increase 2009-10	▸ Improvement to the Student Assistance Program ▸ Nova Scotia Community College Growth Strategy
	Enrolment at the Nova Scotia Community Colleges*	8,495 (2004-05)	Increase 2006-07	

[1]This is the most recent data from Statistics Canada. Students not necessarily studying in Nova Scotia. Data on enrolments in private career colleges is not available through Statistics Canada.

Department of Education Business Plan 2005-2006

Outcome	Measure	Data	Target	Strategies
Goal: Promote healthy, active learning communities and families				
Healthy Students	Percentage of students in grades 7, 9, 10 and 12, using cigarettes at least once in the past year	36.1% (1998) 23.2% (2002)	Decrease 2006-07	▸ Support implementation of curriculum for Health Education grades 4-7 ▸ Promote *Smoke-Free for Life* resources ▸ Promote *You Choose* resource ▸ Participate in projects that examine the relationship between health and education
	Percentage of physically active students in grades 3, 7, and 11	PACY Research Study 2002[2]	Increase 2006-07	▸ Support implementation of curriculum for physical education curriculum grades primary–9 and related time requirements ▸ Develop new curriculum for physical education 10–12 ▸ Implement new curriculum for Physically Active Lifestyles 11 ▸ Promote physical activity beyond the instructional program ▸ Promote active school communities ▸ Provide funding for Active Healthy Living consultants at the board level

[2]This study is conducted jointly with the Office of Health Promotion. A new study is to be conducted in 2005-06.

Department of Education Business Plan 2005-2006

Outcome	Measure	Data	Target	Strategies
Young Nova Scotian's are engaged in government decisions affecting their communities	Number of youth participating in discussions of issues in the Youth Advisory Council (YAC), Provincial Student Education Council (PSEC) and other forums	YAC: 19 (02/03) 14 003/04) PSEC: 28 (02/03) 23 (03/04) Other: 125 (02/03) 217 (03/04)	Increase 2007-08	• Support of the Youth Advisory Council (YAC) and the Provincial Student Education Council (PSEC) • Develop an enhanced recruitment program for YAC and PSEC • Review the Youth Secretariat website for impact on youth
	Number of topics addressed during meetings of the Youth Advisory Council (YAC) and Provincial Student Education Council (PSEC)	YAC: 17 (02/03) 11 (03/04) PSEC: 7 (02/03) 8 (03/04)	Increase 2007-08	
Nova Scotians have access to public libraries	Percent of public library use through Virtual Library	27% (2002-03) 33.6% (2003-04)	Increase 2006-07	• Promote use of remote access • Make more resources available on-line
Goal: Foster access, equity and diversity through and within education and training				
Students have access to computers at school	Primary–12 computer ratio	5.4:1 Pentium II-266 or greater 4.4:1 all computers (2004)	5:1 grades 7-9 2005-06	• Continue Information Economy Initiative in grades 7-9 • Continue Technology Recycling Program
Responsive and flexible learning environment	Number of recommendations of *BLAC Report* implemented	13 of 30 recommendations implemented (2001) 22 of 30 recommendations initiated and/or implemented (2004-05)	All recommendations are initiated and/or implemented 2007-08	• Continue implementation of BLAC report recommendations

Department of Education Business Plan 2005-2006

Outcome	Measure	Data	Target	Strategies
Responsive and flexible learning environment	Number of courses implemented to reflect ethnocultural diversity	3 new courses (2002)	Additional 4 courses 2005-06[3]	▸ Implement African Heritage Literature 12 ▸ Provide support for courses implemented in 2002, and mandate two in-service days for 2005–06 ▸ Develop resources to support Mi'kmaw Language 7 ▸ Develop Mi'kmaw Language 9 ▸ Conduct Gaelic Language and Culture PD workshop
	Percent of schools that had access to professional development on the Racial Equity Policy	0% (2001-02) 100% of elementary schools (2004-05)[4]	100%of junior high and middle schools 2005-06	▸ Provide professional development for implementation of the Racial Equity Policy to junior high and middle schools
Responsive and flexible learning environment	Number of new correspondence study courses available.*	6 new courses released (2004)	Release three new courses 2005-06	▸ Pilot five new correspondence courses ▸ Begin development of six additional correspondence study courses

[3]Both *Mi'kmaw Language 7* and *Mi'kmaw Language 8* are presently being offered in the public schools as 'draft curriculum guides'. Neither the grade 7 nor the grade 8 guide is finalized—both are currently being revised to ensure consistency with *Foundation for Mi'kmaw/Miigmao Language Curriculum* (2003).

[4]Although all elementary schools were offered professional development, some schools may not have been able to participate due to sickness or other reasons.

Department of Education Business Plan 2005-2006

Outcome	Measure	Data	Target	Strategies
Improved funding and program delivery of Nova Scotia student assistance	Average Nova Scotia student loan amount*	$4,130 (2003-04)	Increase by 8% 2006-07	▸ Improvements to the Student Assistance Program including changes to threshold for parental contribution rate and amount of computer allowance ▸ Re engineering project ▸ FPT discussions on improving student loan access
	Number of Nova Scotia student loans issued*	10,966 (2003-04)	Increase by 8% 2006-07	
Nova Scotians have access to adult education	Number of adult learners enrolled in literacy and upgrading programs through the Nova Scotia School for Adult Learning	4,000 (2002-03) 4,200 (2003-04)	4,500 2005-06	▸ Implementation of the Nova Scotia School of Adult Learning ▸ Community Learning Initiative
Goal: Develop a skilled and adaptable workforce				
Nova Scotians achieve a secondary education credential and increase their employability	Number of adult Nova Scotians graduating with the NS High School Graduation Diploma for adults	154 (2001-02) 410 (2002-03) 430 (2003-04)	Increase 2005-06	▸ Administration of the Nova Scotia High School Diploma for Adults
Nova Scotians achieve a high school equivalency and increase their employability	Number of Nova Scotians successfully completing the GED Tests	768 (2000-02) 716 (2002-03) 707 (2003-04)	700 2005-06	▸ Administration of the GED Testing Service

Department of Education Business Plan 2005-2006

Outcome	Measure	Data	Target	Strategies
Young Nova Scotians make a successful transition to the workforce	Number of Nova Scotia departments/agencies that reference the Youth Employment and Skills Development Strategy for Nova Scotia in their business plans*	Baseline data to be established	11 2008-09	▸ Participation on inter-departmental committees to develop the Strategy ▸ Presentations to senior officials to increase awareness of the Strategy across government
	Number of youth participants in the YouthBuild project*	Baseline data to be established	20 2007-08	▸ Collaboration across government departments, communities and industry
Nova Scotians achieve trade certification & increase their employability	Number of Nova Scotians receiving certification through Apprenticeship Program	641 (2001-02) 800[5] (2002-03) 648 (2003-04)	650 2005-06	▸ Trade Specific Upgrade Training Youth Apprenticeship ▸ Apprenticeship Essential Skills Initiative ▸ Marketing Strategy
Nova Scotians have access to workplace/workforce education	Number of Nova Scotians participating in Workplace/Workforce Education programs	1,000 (2001 est.) 1,200 (2002-03) 1,010 (2003-04)	1,100 2005-06	▸ Development of Workplace Education and Workforce Adjustment Programs

[5]Higher number of trade certifications as a result of pending application fee increase.

Department of Education Business Plan 2005-2006

Outcome	Measure	Data	Target	Strategies
Goal: Strengthen accountability in the areas of governance, resource investment and utilization, and reporting of results				
Improved accountability/ reporting of results	Reporting of Assessment Results	Third annual Minister's Report released in 2003-04 First school by school assessment report in 2004-05	Annually Annually	• Publish *Minister's Report to Parents* • Publish Elementary Literacy Assessment Results
	Reporting of completed Performance Management plans*	Baseline to be established in 2005-06	Target to be determined	• All divisions will create training plans in support of the Department's Business plan

Appendix A

Departments
of
Education &
Tourism Culture and Heritage

Diversity and Affirmative Action
Report & Plan

Prepared by : Education HR-CSU
Date: October 14, 2004

DIVERSITY AND AFFIRMATIVE ACTION PLAN/REPORT

POLICY STATEMENT:

The Government of Nova Scotia and the Department of Education and the Department of Tourism, Culture and Heritage is committed to providing a workplace that is free of discrimination and promotes equality of opportunity for all persons accessing employment positions within the Government of Nova Scotia, in general, and the Department of Education and Department, Culture and Heritage, in particular.

DEPARTMENT RESPONSIBILITIES:

Workforce Survey/Workforce Profile

The Department of Education and the Department of Tourism, Culture and Heritage has introduced the practice of providing new employees with the "Workforce Survey" upon appointment and of providing survey (self-identifying) data to the Public Service Commission in its "workforce profile" of designated groups.

Employment Systems Review

The Department of Education and the Department of Tourism, Culture and Heritage will complete an Employment Systems Review (to identify and remove barriers to employment, retention and advancement for members of designated groups in 2004/2005.

Progress Report: Statistics

As of 2004 workforce profile data indicates that the designated groups represent the following share of the Government of Nova Scotia's workforce and that of the Department of Education and the Department of Tourism, Culture and Heritage.

	NS Government Workforce Profile August 2004 Actuals	NS Government Workforce Profile August 2004 Percentages	Department of Education August 2004 Actuals	Department of Education August 2004 Percentages	Department of Tourism, Culture and Heritage August 2004 Actuals	Department of Tourism, Culture and Heritage August 2004 Percentages
Females	4208	58.09%	211	66.98%	113	53.55%
Blacks	154	2.12%	11	3.49%	4	1.89%
Other Racially Visible	65	0.89%	4	1.26%	2	0.94%
Aboriginal Persons	41	0.56%	4	1.26%	0	0%
Persons with Disabilities	391	5.39%	22	6.98%	20	9.47%
Total	7243		315		211	

Progress Report: Highlighted Items from the HR CSU servicing the Department of Education and the Department of Tourism, Culture and Heritage.

- ✓ established the practice of providing new employees the Employee Survey within their orientation package
- ✓ established the practice of marketing and promoting the Diversity training programs from the Public Service Commission
- ✓ representation on the PSC task force on 'Diversity' (HR CSU Director)
- ✓ successfully secured two Career Starts Youth Interns, one with expertise and experience in the area of 'Diversity'
- ✓ established the practice of accessing the Affirmative Action Inventory
- ✓ have drafted the 3-year action plan for Diversity and Affirmative Action for the departments

ACTION PLAN: Goals (Affirmative Action Policy Alignment/Education HR CSU HR Strategy), Activities, Resources, Measures

Affirmative Action Policy	HR CSU Strategy	Activity	Resources	Measures
Promote equality in the workplace. promote equality in the workplace for aboriginal persons, blacks and other racially visible persons, persons with disabilities and women * Youth: Although the Affirmative Action Policy in the above statement does not highlight Youth. It has been integrated as priority.*	**Respectful and Diverse Workforce** To improve the overall awareness of and appreciation for diversity within the Department.	**2004-2005** • all employees will be required to take the diversity program from the PSC within the first year of their employment • all managers will be required to take part in the diversity program for managers from the PSC within the first year of their employment **2005-2006** • the HR CSU will establish a diversity team within both of our client departments • develop and deliver of a 'Respectful Workplace Program' • develop an 'understanding our organizational culture' session • provide resources and information on diversity to employees during the orientation **2006-2007** • provide diversity resource materials online for employees and management through the Foundations for Management initiative	**Cost Estimates** • PSC Employee Training (80/person) PSC Manager Session (130/person) • PSC Respectful Workplace Session • (80/person) • cost of external consultant for delivery of 'Respectful Workplace Culture' and 'Understanding our Organizational culture'. **Human Resources** • internal resource will deliver the cross-cultural communication strategy • external consultant will deliver the initial delivery of the 'understanding our org. culture' program **Other Resources** • program delivery space • employee availability for training • diversity toolkit for management • statistical information for program registration • diversity resource materials and online website • PSC/Department and Government support	**2004-2005** # of employees that take part in the diversity program from the PSC within the first year of their employment # of managers that take part in the diversity program for managers from the PSC within the first year of their employment **2005-2006** # of meetings held by the 'diversity team' # 'Respectful Workplace Program' delivered and # of participants in attendance # 'Understanding our organizational culture' session delivered and # of participants # of employees that receive diversity information in their orientation. **2006-2007** # of employees accessing the online resources for diversity

Takes positive steps to ensure that designated groups are represented in all positions and all levels of the Department of Education and the Department of Tourism, Culture and Heritage to no less than the same extent they are represented in the general population. Remove barriers to employment and advancement in the Civil Service for the designated groups.	**Respectful and Diverse Workforce** To improve human resources processes and systems to impact positively on the representation of diversity within our workforce.	**2004-2005** Analyze and maintain Affirmative Action data on the representation of designated groups within our departments/agency/CSU. Conduct a workforce planning initiative to promote diversity and fair (merit) hiring, to define skills' gaps, and to plan training and development opportunities, work assignments, career planning and work unit structure/ realignment in a proactive manner to manage demographics for the next 2-3 years. Conduct employment systems reviews to identify and remove barriers to employment. Provide all employees with the completed workforce survey questionnaire and return completed questionnaires in a sealed envelope, to the PSC. Develop and submit an annual 3-year plan and progress report for diversity and affirmative action. Provide on-going communication in support of the affirmative action within the department. **2005-2006** Analyze and maintain Affirmative Action data on the representation of designated groups within our departments and CSU. Develop a 'Succession Management Toolkit' from the workforce planning initiative. Develop and update hiring policies, procedures and practices to ensure fair and equitable access to employment and promotion for members of designated groups and develop 'Recruitment and Selection: Respectful and Diverse Workforce ' toolkit. Review and update 3-year plan and progress report for diversity and affirmative action to be integrated as a component of the overall Education HR-CSU HR Strategy. Modify the overall Education HR-CSU HR Strategy to reflect a diversity lense on each aspect of the strategy. Provide ongoing communication as well as online resources through the human resources page for employees and management.	**Costs Estimates** cost for consultant to conduct the employment systems reviews to identify and remove barriers to employment and develop toolkit **Human Resources** internal consultant to assist with the employment systems review to identify and remove barriers to employment and develop toolkit **Other Resources** Statistical information provided by the PSC on affirmative action representation. Statistical information provided by the HR CSU Assistants on representation (competitions and interviews) for the departments.	# of affirmative action representatives within the departments # of affirmative action representatives in competitions and interviews # of times the inventory is access by HR Consultants # of times competition is successfully filled by inventory completed review and report on the workforce planning including a skills inventory completed review and report on the barriers to employment # of completed employee surveys by the PSC from the Departments **2005-2006** # of affirmative action representatives in competitions and interviews # of affirmative action representatives in competitions and interviews # of times the inventory is access by HR Consultants # of times competition is successfully filled by inventory

		2006-2007 Analyze and maintain Affirmative Action data on the representation of designated groups within our departments and CSU. Update hiring policies, procedures and practices to ensure fair and equitable access to employment and promotion for members of designated groups. Review and update 3-year plan and progress report for diversity and affirmative action as part of the Education HR CSU, HR Strategy. Diversity action plan is integrated into the HR Strategy. The HR Strategy reflects diversity in every aspect. The HR Strategy is also integrated into the overall business plans of the department. Coordinate with Central Agency on a Diversity Summit 'Respectful and Diverse Public Service of Nova Scotia'.	**To be determined.**	completion of the Succession Management Toolkit completion of Recruitment and Selection: Respectful and Diverse Workforce Toolkit # of completed employee surveys by the PSC from the Department. diversity is integrated into the overall HR Strategy and reflected in all components of the strategy. HR strategy is built into the business plans of the department. (Diversity as an aspect is reported on within the business plan.) diversity summit is hosted in coordination with the PSC

Compliance Checklist:

As an additional indication of the Department of Education and the Department of Tourism, Culture and Heritage's efforts to establish an environment that is supportive of Affirmative Action, the attached compliance checklist has been completed for the previous fiscal year (2004 - 2005).

Affirmative Action Policy Compliance Checklist
for the Department of Education and the Department of Tourism, Culture and Heritage

In the past year we have:

	Yes	No
maintained and analysed Affirmative Action data on the representation of designated groups within our departments/agency/CSU		No
conducted employment systems reviews to identify and remove barriers to employment		No
developed and submitted annually a 3-year action plan and progress report for diversity and Affirmative Action	Yes	
ensured that all employees are provided with a complete Workforce Survey Questionnaire	Yes	
returned completed Workforce Survey Questionnaires, in a sealed envelope, to the PSC	Yes	

Completed by_____Date_____